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A SURVEY OF THE LEISURE TIME ACTIVITIES
OF SOUTHEASTERN MONTANA
PUBLIC SCHOOL TEACHERS

by

WILLIAM S. ELLIOTT

B.A., Montana State University, 1950

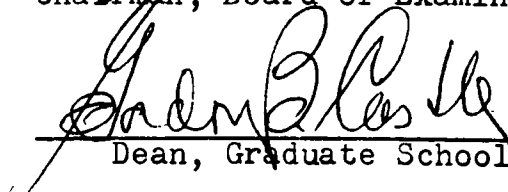
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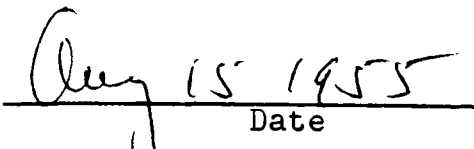
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CHAPTER I

INTRODUCTION TO THE PROBLEM AND REVIEW OF RELATED LITERATURE

There has been speculation that the demands upon a teacher's time does or does not compare favorably with the compensations received by those in the teaching profession. Little information on the matter of leisure time of teachers has been made available in a tangible, statistical form during such a time when interest in education and teacher adjustment has been so intense.

This study has been carried on in conjunction with three other studies which concern the other geographic sections of Montana. These studies were carried on by Baier,¹ Petersen,² and Strand.³

¹John Baier, Jr., "A Survey of the Leisure Time Activities of Northern Montana Public School Teachers," (unpublished professional paper, Montana State University, Missoula, Montana, 1954).

²James Petersen, "A Survey of the Leisure Time Activities of Central Montana Public School Teachers," (unpublished professional paper, Montana State University, Missoula, Montana, 1955).

³Louis Strand, "A Survey of the Leisure Time Activities of Western Montana Public School Teachers," (unpublished professional paper, Montana State University, Missoula, Montana, 1955).

I. THE PROBLEM

Statement of the problem. The purposes of this study were to: (1) find any consistencies of leisure time use among teachers; (2) compare the leisure activities of the men with that of the women in southeastern Montana; (3) make a comparison of leisure time activities between teachers of larger school districts and those of the smaller school districts.

Delimitation of the problem. This study dealt directly with the leisure time activities of the public school teachers employed by the school districts in eighteen southeastern counties. The area mentioned was bordered on the north and west by the counties of Richland, McCone, Garfield, Musselshell, Rosebud, Golden Valley, Carbon, and Stillwater. The southern and eastern borders of the area were the established state lines of Montana.

The definition of leisure time has taken on many flexible forms in studies of this nature;⁴ however, for the purpose of this study, leisure time was defined as that time which is not directly related to the school work on the contracted job.

Those cooperating in the survey were requested to record only their leisure time activities during the two

⁴J. W. Faust, "Leisure Time and Living," Playground, 24:323, September, 1932.

weeks period of November 1, 1953 to November 14, 1953. This period was used, so that the results would not be affected greatly by the additional burdens that fall on a teacher at the beginning of the school year. The date also was selected to avoid teachers' conventions, Thanksgiving, and Christmas vacations. It also occurred after the full summer activities and before the full winter activities. The questionnaires were sent out a week before that period.

The data that involved the teachers in southeastern Montana have been set forth in a manner which eased the comparison between the teachers of southeastern Montana with the similar studies that took place in the other parts of Montana.

Percentages were used when advantageous, to show a comparison in the tabulation of scores. Averages, when used, were rounded off to the nearest whole number.

Importance of the problem. According to Lundberg,⁵ the study of leisure time in the past has often been regarded as a sentimental subject and not one for serious thought; however, the basic human drives and personality development are conditioned partly by the way leisure time is used.⁶

The effectiveness of a teacher depends upon the manner

⁵George A. Lundberg, Leisure, A Suburban Study (New York: Columbia University Press, 1934), p. 9.

⁶Martin H. Neumeyer, Leisure and Recreation, A Study of Leisure and Recreation in Their Sociological Aspects (New York: A. S. Barnes and Company, 1936), p. 4.

in which the teacher adjusts to the community and the adjustment depends greatly upon what the teacher does when not pursuing activities which are relative to the contracted job. The quality of a teacher is also limited by the understanding a person has of the teaching field before entering it as a chosen profession. This study will provide the prospective teacher with added insights as to the nature of the teaching profession in relation to leisure time, and it will enable those already in the profession to find employment in a locality better suited to their desired leisure activities. This will furnish information to the boards of education and to the lay public, helping them to better understand the demands which they make of their school teachers and administrators.

Review of related literature. In reviewing related literature it was found that the white-collar workers surveyed in Lundberg's study of leisure time, preferred the less physical activities.⁷ The prevalent activities in his study were, visiting, reading, entertainment, sports, radio, motoring, and clubs.⁸

The survey by Allard of the leisure time of 490 elementary teachers revealed a predominance of indoor passive activities.⁹ The leading activities found in her group were:

⁷Lundberg, op. cit., p. 100.

⁸Loc. cit.

⁹Lucille Allard, "A Study of Leisure Time Activities of Certain Elementary School Teachers of Long Island," Teachers College, Columbia University Contribution to Education, No. 779, Bureau of Publications, Columbia University, New York, 1939,

reading, radio, movies, and entertaining friends. The activity patterns of individual teachers were greatly varied and could not be classified as such.¹⁰ Allard found that the results of her study were similar to studies of other teacher groups.¹¹

Welch surveyed the leisure pastimes of faculty members at Langston University. She found that 60 per cent of those surveyed engaged in practically no active pursuits.¹² The two leading activities of the group were reading and listening to the radio.¹³

¹⁰Ibid., p. 101.

¹¹Ibid., pp. 101-105.

¹²Constance D. Welch, "Leisure Time Activities of Langston University Faculty Members," Research Quarterly, Published by the American Association for Health, Physical Education, and Recreation, 24:308, October, 1953.

¹³Loc. cit.

CHAPTER II

DESCRIPTION OF METHODS USED
IN RESEARCH PROBLEM

Source of data. Due to the necessity for numerous samplings for such a study, and the need to respect the right of those cooperating in the survey to remain anonymous, the questionnaire method had to be used to keep the investment of time and money from becoming excessive. A sample of the questionnaire is in the Appendix.

The questionnaires returned from the teachers cooperating in the survey and the data from references concerning leisure activities will comprise the chief source of data for this paper.

Method of procedure. In order to circulate a questionnaire as efficiently and as ethically as possible, it was necessary to contact all of the superintendents of the first, second, and third class districts¹ to request permission to send the questionnaires to them or to their school principals for distribution to the teachers in each school. Of the fifty-three superintendents, thirty-six accepted the questionnaires for their district.

¹As listed in the Montana State Public School Directory of 1953.

A packet was then mailed to each school. Every packet contained a letter of explanation to the principal plus enough questionnaires, letters of explanation, and self-addressed stamped envelopes for each teacher in the school.

The rural school teachers were contacted by first writing to each county superintendent of schools for a directory of the rural school teachers in their county. All of the county superintendents sent a directory; one, however, was received too late to be of any value. A letter was mailed individually to each rural teacher, each letter containing the same material as that of the urban school teacher. Of the 1173 questionnaires sent out, 635 or 54 per cent, were returned. The above per cent was expressed to the nearest whole per cent as were all of the percentages stated in this writing.

Organizing replies. As the questionnaires were returned, they were first classified as to gender. The size of school system for each group was tabulated according to the number of pupils in each system. An approximate median school system contained 360 pupils. This median was used as the dividing point between the larger and smaller school systems. The median was made approximate to make it possible to group men and women together in a larger or smaller school system.

The questionnaires from the men and women were each divided into two separate groups of large and small school systems, which made four classifications altogether. Each group was tabulated separately.

CHAPTER III

THE STATUS OF MEN'S LEISURE TIME ACTIVITIES IN SOUTHEASTERN MONTANA

Interpretation of data. The results concerning men's leisure time activities were comprised of data from the 181 men responding to the survey. The data were tabulated and classified.

Description of the sample. The average age of the men surveyed was thirty-four years; their average teaching experience was four years, and the average amount of time that they spent on their present job was three years. Eighty-one per cent of the men were married. Two per cent of the men were teaching on a special permit, 9 per cent of the men held a Two-year Normal Degree, 57 per cent held a Bachelor's Degree, and 32 per cent held a Master's Degree. Seventy-four per cent of the men taught in secondary schools.

Men's activities. The men participated in forty-six of the fifty-seven activities listed as items to be checked on the questionnaire. The other eleven activities were those which would be more closely associated with women; such as sewing and needlework. In some cases, lack of facilities prevented participation in activities but there

were activities such as golfing, handball, ice-skating, and skiing, and visiting museums and art galleries that were mentioned by women and not by men, so it can be assumed that there was a general lack of interest on the part of the men in these activities.

From Table I it can be seen that the ten leading activities for men, in the order of the hours spent, are: reading, radio, hunting, conversation, automobiling, entertaining friends, resting, other hobbies, dining with friends, and watching movies. During the warmer months, fishing would very likely take the place of hunting; but the survey took place during the most intense part of the hunting season which could account for fishing having the rank of thirty-fourth of men's activities.

Reading as an activity. Reading was by far the leading activity among men. All returns indicated reading of some kind as an activity, but there was no single type of reading material read by all of the men. In terms of total hours, the following is the order in which men spent their reading time: newspapers, magazines, fiction books, and non-fiction books. However, in terms of the average number of hours spent on a type of reading material by those participating in that type of reading during the two-week period, fiction books rated highest with an average of 6.1 hours per man. The average hours spent reading the newspaper was 5.3 hours per man. Magazines occupied 5.0 hours

TABLE I
MEN'S LEISURE ACTIVITIES IN FREQUENCY OF HOURS SPENT

Activity	No. Resp.	Hrs.	Activity	No. Resp.	Hrs.
Reading, all	181	2238	Cooking for Fun	18	79
Radio	119	926	Hiking	12	69
Hunting	64	591	Horseback Riding	8	59
Conversation	91	583	Baseball	6	59
Automobiling	106	517	Lectures	19	58
Entertaining Friends	103	456	Cocktail Parties	13	53
Resting	59	364	Professional Courses	12	53
Other Hobbies	28	351	Amateur Dramatics	8	50
Dining with Friends	102	349	Country Club Parties	4	44
Movies	87	328	Cabarets	12	40
Visiting with Friends	66	318	Fishing	7	39
Arts & Crafts	29	253	Group Singing	17	38
Watching Athletics	60	244	Concerts	14	38
Basketball	30	227	Painting	7	36
Writing Letters	85	222	Cultural Courses	7	22
Playing Cards	59	206	Volleyball	9	21
School Parties	54	182	Pool or Billiards	8	17
Dancing	41	165	Chess or Checkers	8	13
Listening to Records	38	134	Swimming	3	11
Playing Mus. Inst.	22	123	Picnics	4	8
Walking	26	98	Tennis	3	4
Bowling	17	98	Archery	2	3
Camping	5	80	Boating	2	2

per man, and non-fiction books occupied 4.9 hours per man. Table II is a list of ten types of magazines that were most frequently read by men.

TABLE II
TYPES OF MAGAZINES READ BY MEN IN ORDER OF FREQUENCY

Type of Magazine	Occurrence	Type of Magazine	Occurrence
General Reading	82	Sports	12
Professional	58	Travel and Nature	7
Current News	53	Literary	6
Pictorial News	49	Home Improvement	5
Science and Mechanics	20	Women's	3
Men's	17		

Table II classifies magazines into general types, so that comparisons in later chapters would be more meaningful. The strictly professional magazines are second in the choice of the men. Many of the magazines not classified as strictly professional in nature are used as teaching aids. This could bring professional reading nearly on a par with general reading.

Below are listed magazines in order of the number of men reading each magazine:

Life	42	Montana Education	14
Saturday Evening Post	35	NEA Journal	13
Readers Digest	29	Collier's	8
Time	28	Look	7
Newsweek	16	Popular Mechanics	6

The reading activities of the men are shown below:

<u>Reading Activity</u>	<u>No. Readers</u>	<u>No. Hours</u>
Newspaper	135	714
Magazines	128	644
Books, fiction	78	474
Books, non-fiction	82	406

Table I shows that the reading of all types by 181 men occupied 2,238 hours. The average time spent in reading by the men was 12.3 hours per man. By computing in a like manner, the average total amount of leisure time spent by each man was 54.5 hours per man; therefore, reading occupied approximately 22 per cent of their leisure time.

Hunting as an activity. While hunting was rated third on Table I, it will receive special attention, because it is the most popular of all of the active pastimes, and it is second only to reading as having occupied the most average time for the majority of the men who participated. Hunting occupied sixty-four men for 591 hours, which is an average of 912 hours per man. Therefore hunting occupied approximately 17 per cent of the hunter's leisure time.

Supplementing income. The salaries of all the men surveyed ranged from \$2200 to \$6000 with the average of \$3700. Eighty-three men indicated they did other work during the school year besides teaching. This is forty-five per cent of the men surveyed. In Table III, the methods that the men used to supplement their income are shown in order of their frequency. All of the men who took outside jobs were married and had dependents. The fact that eighty-three

TABLE III

METHODS OF MEN SUPPLEMENTING INCOME

Occupation	Frequency
Clerking and selling	14
Carpentry	10
Farm income	8
Music	7
Instructor	6
Laborer	6
Youth Work	5
Bookkeeping	4
Bus Driving	2
Mechanic	2
Painting	2
Athletic official	1
Cutting Meat	1
Janitor	1
Lapidary	1
Leather work	1
Office work	1
Pastor	1
Pension	1
Radio Repair	1
Railroad	1
Did not indicate type of work	7
Total	83

men are well over half of the 148 married men responding to the survey, indicates that a majority of the married men were depriving themselves of time that might be devoted to their families and the teaching profession. In southeastern Montana there is very little evidence to show that lower salaries are the sole cause of this condition. Several men with a salary of \$5,000 or more supplemented their income in some manner.

Social and fraternal organizations. Of all the men surveyed, 147, or 81 per cent, belong to organizations in their community. The social organizations most frequently mentioned were Mason, American Legion, Elks, Veterans of Foreign Wars, Lions, Eastern Star. Church group membership was greater than all of the other organizations. Church organizations are not so much a social organization as the others, but they do seem to offer something in the way of fulfillment of family and civic duty which must be an important motive of men in the teaching profession. Forty-seven per cent of the men belong to a church organization. Below are given the organizations that were checked or listed most frequently on the questionnaire. Rotary was the only organization that was listed on the survey questionnaire that received no response.

Church Groups	77	Eastern Star	10
Masons	47	Commercial Club	9
American Legion	30	Jaycees	6
BPOE	19	Kiwanis	5
Veterans of Foreign Wars	16	Moose	3
Lions	15		

Twenty-five of the men listed other less known organizations of a local or professional order.

Other data. One purpose of the survey was to find if the men felt that they had enough leisure time. The results were:

yes	87
no	83
no answer	11

To a question that inquired if they budgeted their leisure time, they answered as follows:

yes	37
no	127
no answer	17

As to whether the men would change jobs due to the restriction on their leisure time, their responses were:

yes	52
no	115
no answer	14

The above results could have some bearing on the fact that over half of the men have not been in their present school system over two years.

An item that could greatly infringe upon the leisure time of a teacher is his participation in social organizations. Whether or not the community required this participation of the men is shown below:

yes	41
no	130
no answer	10

Summary of data. The men in southeastern Montana participated in forty-six different types of activities.

Reading took the greatest amount of leisure time. Men favored newspapers and magazines which require shorter reading time. The general information magazines were the most widely read. Professional magazines were almost as widely read as the general magazines. More time was spent reading fiction books than the non-fiction type.

Hunting was rated third in the list of activities but it was found to be the most popular activity in terms of an active leisure time occupation.

Over half of the married men supplemented their income. This may give reason why very few men participated in the more active type of leisure pastimes. This is with the exception of hunting which, at least for part of the men, supplemented the income in terms of decreasing the meat bill.

The men as a group belonged to thirty-six different social or fraternal organizations. Of these, church organizations were mentioned most.

The foregoing data point to the following conclusions: (1) reading is the most popular activity of the men, (2) the large majority of the men belong to social and fraternal organizations, (3) nearly half of the men supplement their teaching income, (4) well over half of the men seem to be generally satisfied with the leisure time offerings in the teaching profession.

CHAPTER IV

THE STATUS OF WOMEN'S LEISURE TIME ACTIVITIES IN SOUTHEASTERN MONTANA

Interpretation of data. The data from the women surveyed were treated in the same manner as that of the men. A total of 456 women responded to the survey. This is over twice the number of questionnaires received from the men, but there are many more women teachers than men in Montana.

Description of the sample. The average age of the women surveyed was thirty-six years; their average teaching experience was twelve years; and the average amount of time spent at their present job was four years. Fifty-three per cent of the women were single. Four per cent of the women were teaching with a special permit, 51 per cent were teaching with a Two-year Normal Degree, 42 per cent held a Bachelor's Degree, and 3 per cent held a Master's Degree. Fifty-six per cent of the women taught in elementary schools.

Women's activities. The women participated in all of the fifty-seven activities mentioned. The ten leading activities as listed on Table IV are reading, radio, conversation, entertaining friends, resting, writing letters, automobiling,

TABLE IV
WOMEN'S LEISURE ACTIVITIES IN FREQUENCY OF HOURS SPENT

Activity	No. Resp.	Hrs.	Activity	No. Resp.	Hrs.
Reading, all	456	4588	Hunting	33	140
Radio	297	3929	Painting	38	139
Conversation	285	3033	Horseback Riding	21	126
Entertaining Friends	282	1323	Cocktail Parties	28	99
Resting	170	1286	Hiking	37	96
Writing Letters	335	1101	Amateur Dramatics	21	93
Automobiling	285	1043	Cabarets	17	65
Dining with Friends	270	977	Country Club Parties	13	46
Movies	221	879	Picnics	15	45
Cooking for Fun	136	734	Chess or Checkers	11	32
Playing Cards	164	684	Ice-skating	10	31
Listening to Records	147	588	Tennis	7	31
Dancing	120	532	Volleyball	9	30
Professional Courses	56	529	Museums & Galleries	12	27
Sewing	142	489	Fishing	8	25
Playing Mus. Inst.	115	483	Basketball	8	24
Needlework	123	413	Golf	8	19
Walking	115	409	Camping	4	18
Arts & Crafts	95	367	Baseball	6	15
School Parties	88	256	Swimming	6	12
Other Hobbies	46	238	Roller Skating	1	10
Lectures	75	219	Handball	5	9
Concerts	75	201	Pool or Billiards	2	8
Bowling	38	193	Skiing	3	4
Cultural Courses	36	186	Archery	2	2
Watching Athletics	54	177	Boating	1	2
Group Singing	54	147			

dining with friends, movies, and cooking for fun. All of these are of the passive type activity. Dancing was mentioned most as an active type pastime. The number of women participating in dancing was 26 per cent of the total responding to the survey. It rated thirteenth on the list of activities. The next active leisure time activity, walking, was rated eighteenth in the list.

Reading as an activity. Reading of all kinds was the leading activity among the women. All of the women did reading of some kind but not all of the women read any one type of reading material. The order of total time women spent reading each type material was newspapers, magazines, non-fiction books and fiction books. In terms of the average number of hours spent on a type of reading material by those reading that material, fiction books rated highest with an average of 5.4 hours per woman. The average hours spent reading the newspaper was 3.9 hours per woman. In a like manner, magazines occupied 4.5 hours and non-fiction books 4.8 hours. Listed below are the ten magazines most frequently read by the women.

Readers Digest	110	Ladies Home Journal	50
Life	81	Montana Education	43
McCalls	55	NEA Journal	42
Saturday Evening Post	52	American	36
Time	51	Coronet	34

Table V classifies magazines by types. Seven of the classifications were not read by the men, showing that the women read a greater variety of magazines. As with men, the

professional magazines are those that are written specifically for those in the teaching profession.

The reading activities of the women are listed as follows:

<u>Reading Activities</u>	<u>No. Readers</u>	<u>No. Hours</u>
Newspaper	373	1471
Magazines	316	1422
Books, non-fiction	203	988
Books, fiction	182	975

On the basis of all the women having a total reading time of 4,856, each woman read an average of 10.6 hours during the two-week period. The total leisure time for the

TABLE V
TYPES OF MAGAZINES READ BY WOMEN
IN ORDER OF FREQUENCY

Type	No. Response	Type	No. Response
General	282	Men's	16
Women's	210	Agriculture	13
Professional	169	Lodge	13
Current News	100	Historic	9
Pictorial News	97	Children's	7
Church	44	Hobbies	7
Home Improvement	42	Consumer	6
Travel and Nature	23	Science and	
Literary	18	Mechanics	6
		Political	2

women was 26,420 hours or the same as fifty-eight hours per woman; therefore, approximately 18 per cent of their leisure time is spent on reading.

Other activities. Rating in third and fourth place for women were conversation and entertaining friends. Over 60 per cent of the women participated in each of these activities.

As mentioned before, dancing, which was the most popular active pastime, was not rated among the first ten activities. Twenty-six per cent of the women participated in dancing, and those who did dance spent an average of 4.4 hours in doing so. The next highest active leisure activity was walking. Approximately twenty-five per cent of the women participated in walking on an average of 3.5 hours per woman.

Supplementing income. Only 115 women stated that they added to their income in some manner. This is 25 per cent of all of the women. Of the women who did supplement their income, 101 stated the method of doing so, which is recorded in Table VI. There were fifty out of a total of 241 married women who supplement their income. In many instances, in the case of the married women, it was not so much the case of the teacher having to supplement her income as it was of her adding to her husband's income. The average salary for the woman teacher was \$3,200. The lowest income was \$2,000 and the highest income was \$5,400.

Social and fraternal organizations. Of the women surveyed, 394, or 86 per cent, belonged to an organization.

TABLE VI

METHODS OF WOMEN SUPPLEMENTING INCOME

Occupation	Occurrence
Farm income	33
Music	17
Clerking and selling	16
Husband works	12
Renting	8
Sales	4
Serving	3
Typing	3
Bookkeeping	2
Pension	1
Writing	1
Supervising Athletics	1

There was very little significant difference in organizational activity between the married women and the single women except that the married women belonged to organizations such as the Veterans of Foreign Wars, American Legion Auxiliary, and Elks because their husbands were members in these organizations.

In addition to those listed on Table VII, there were 146 women listed in other miscellaneous organizations. Many of these were professional or local organizations such as the PTA, local teacher organizations, saddle clubs, bowling clubs, and rifle clubs.

Other data. In answering the question pertaining to whether they felt enough leisure time was available, the women felt as follows:

TABLE VII
ORGANIZATION MEMBERSHIP OF WOMEN

Organization	Membership
Church Groups	146
Eastern Star	101
Women's Club	39
American Legion Auxiliary	32
Delta Kappa Gamma	30
A.A.U.W.	28
Veterans of Foreign Wars Auxiliary	24
Business and Professional Women	19
Elks	17
Rebecka	17
P.E.O.	15
Rotana	7
Moose	6
Toastmistress	5
White Shrine	5
Commercial Club	3
Daughters of the American Revolution	3
Lioness	1
Jayceens	1

yes	160
no	304
no answer	35

The women's response to whether they would change jobs due to excessive restriction of leisure time was:

yes	70
no	362
no answer	24

The results of the question asking if the community expected them to join organizations showed:

yes	106
no	279
no answer	71

Summary of the data. The women of southeastern Montana participated in all of the fifty-seven activities listed on the questionnaire. The ten most popular activities were passive in nature. Approximately one-fourth of the women participated in dancing, which was the most preferred active activity.

Most of the women's reading time was occupied by newspapers and magazines. More time was spent reading non-fiction books than fiction books.

Approximately one-fourth of the women supplemented their income. Farm income of some sort was mentioned more than other methods of supplementing income.

Over half of the women had less than a Bachelor's Degree. The women with those degrees tended to have less leisure time than those with the more advanced degrees.

The preceding data concerning the women's leisure

time, indicates the following conclusions: (1) passive activities are dominant among the women teachers of southeastern Montana; (2) the majority of the women feel that finding sufficient leisure time is a problem, possibly because of household duties; (3) the women tend strongly toward the more social activities of conversation, entertaining friends, and belonging to a wide variety of social and fraternal organizations; (4) there is a wide variation of interests among the women surveyed.

CHAPTER V

COMPARISON OF ACTIVITIES OF MEN AND WOMEN

Treatment of data. The materials in this chapter were treated and organized on a similar pattern as the two previous chapters. A comparison showing contrast and similarities were made between the men and the women in the leading passive activities and the leading active type pastimes. Table VIII gives the comparison of activities between men and women. Wherever practicable, percentages were employed to lend greater clarity to comparison. Other important data which are pertinent to this chapter were included in the comparison.

Reading as an activity. Reading was the most popular activity for the men and women. The men spent an average of 12.4 hours in reading. For the women, the average was 10.7 hours. In terms of numbers participating, more men preferred magazines as a reading material while the women preferred the newspaper. When considering the average number of hours spent reading a certain type of material by those reading that material, fiction books rated highest for both the men and women with 6.1 hours per man and 5.4 hours per woman. The average time spent on other reading

TABLE VIII
LEISURE TIME ACTIVITIES OF MEN AND WOMEN

Activity	Men		Women		Activity	Men		Women	
	Resp.	Hrs.	Resp.	Hrs.		Resp.	Hrs.	Resp.	Hrs.
Amateur Dramatics	8	50	21	93	Listening to Records	38	134	147	588
Archery	2	3	2	2	Movies	87	328	221	879
Arts & Crafts	29	253	95	367	Museums & Galleries	0	0	12	27
Automobiling	106	517	258	1043	Needlework	1	3	123	413
Baseball	6	59	6	15	Painting	7	36	38	139
Basketball	30	227	8	24	Picnics	4	8	15	45
Boating	2	2	1	2	Playing Cards	59	206	164	684
Bowling	17	98	38	143	Playing Mus. Inst.	22	123	115	483
Cabarets	12	40	17	65	Pool or Billiards	8	17	2	8
Camping	5	80	4	18	Professional Courses	12	53	56	529
Chess or Checkers	8	13	11	32	Radio	119	926	297	3929
Cocktail Parties	13	53	28	99	Reading, all	181	2238	456	4856
Concerts	14	38	75	201	Resting	59	364	170	1286
Cooking for Fun	18	79	136	734	Roller Skating	0	0	1	10
Country Club Parties	4	44	13	46	School Parties	54	182	88	256
Cultural Courses	7	22	36	186	Sewing	1	6	142	489
Dancing	41	165	120	532	Singing in Groups	17	38	54	147
Dining with Friends	102	349	270	977	Skiing	0	0	3	4
Entertaining Friends	103	456	282	1323	Other Hobbies	28	351	46	238
Fishing	7	39	8	25	Swimming	3	11	6	12
Golf	0	0	8	19	Talking with Friends	91	583	317	1811
Handball	0	0	5	9	Tennis	3	4	7	31
Hiking	12	69	37	96	Visiting Friends	66	318	247	1222
Horseback Riding	8	59	21	126	Volleyball	9	21	9	30
Hunting	64	591	33	140	Walking	26	98	115	409
Ice-skating	0	0	10	31	Watching Athletics	60	24	54	177
Lectures	19	58	75	219	Writing Letters	185	222	335	1101

materials is given below.

	<u>Men</u>	<u>Women</u>
Newspaper	5.3	3.9
Magazines	5.0	4.5
Books, non-fiction	4.9	4.8

The ten most frequently read magazines of men and women are listed on Table IX.

TABLE IX
TEN MOST FREQUENTLY READ MAGAZINES OF MEN AND WOMEN

<u>Men</u>		<u>Women</u>	
Life	42	Readers Digest	110
Saturday Evening Post	35	Life	81
Readers Digest	29	McCalls	55
Time	28	Saturday Evening Post	52
Newsweek	16	Time	51
Montana Education	14	Ladies Home Journal	50
NEA Journal	13	Montana Education	42
Colliers	8	NEA Journal	43
Look	7	American	36
Popular Mechanics	6	Coronet	34

The leading active leisure pastimes of the groups.

The men listed one active pastime among the top ten while the women listed none. Hunting was the most popular of the physical activities for the men; dancing was the most popular for the women. Thirty-five per cent of the men participated in hunting and 26 per cent of the women participated in dancing. While dancing ranked third with the men as a physical activity, 23 per cent of the men danced in the time that was surveyed. The following gives the comparison of

the percentage and average time spent in the leading active pastimes of men and women.

Activity	Per cent Men	Av. Hrs.	Per cent Women	Av. Hrs.
Hunting	35	9.2	7	4.3
Dancing	23	4.0	26	4.4
Basketball	17	7.5	2	4.0
Walking	14	3.8	25	3.5

Supplementing income. Table X lists the highest five methods of supplementing income by men and women. Forty-five per cent of the men found it necessary to add to their teaching incomes as compared with 25 per cent of the women who did so. In many cases the women were supplementing their husbands' income by teaching.

The men had an average salary of \$3,700 as compared to the women's average salary of \$3,200. The average man had more training and less experience than the average woman.

TABLE X

THE TOP FIVE METHODS OF SUPPLEMENTING INCOME

Men		Women	
Methods	No.	Methods	No.
Clerking and selling	14	Farm income	33
Carpentry	10	Music	17
Farm income	8	Clerking and selling	16
Music	6	Husband works	12
Instructor	6	Renting	8

Organization Membership of men and women. There was a similarity between the men and women regarding the number who belonged to organizations. The women did belong to a

greater variety of organizations than the men. As mentioned in Chapter III, this is caused partly by the membership of the teachers' husbands in organizations which have developed auxiliaries for wives.

The marital status of men and women. The marital status of a teacher is most definitely pertinent to the leisure time data. When considering such things as supplementing income and household duties, the married teacher would undoubtedly have restrictions made on leisure time that the average single teacher would not experience. The state of matrimony is listed below in terms of the percentage of teachers answering the item on the questionnaire.

	<u>Per</u> <u>Cent</u> <u>Men</u>	<u>Per</u> <u>Cent</u> <u>Women</u>
Married	82	56
Single	16	31
Widowed	0	9
Divorced	2	4

Other data. The results listed below answer in percentages, the question concerning whether or not enough leisure time is available.

	<u>Per</u> <u>Cent</u> <u>Men</u>	<u>Per</u> <u>Cent</u> <u>Women</u>
Yes	48	35
No	46	59
No answer	6	6

The percentages of the two groups answering whether or not their leisure time is budgeted is listed below.

	<u>Per</u> <u>Cent</u> <u>Men</u>	<u>Per</u> <u>Cent</u> <u>Women</u>
Yes	21	26
No	70	66
No answer	9	8

Responses on the question asking whether limitations placed on their leisure time would cause them to seek other jobs were:

	<u>Per</u>	<u>Cent</u>	<u>Men</u>	<u>Per</u>	<u>Cent</u>	<u>Women</u>
Yes		29			15	
No		63			79	
No answer		8			6	

Those who did or did not feel that the community expected them to join organizations were:

	<u>Per</u>	<u>Cent</u>	<u>Men</u>	<u>Per</u>	<u>Cent</u>	<u>Women</u>
Yes		22			23	
No		72			61	
No reply		6			16	

Summary of data. Both men and women had a high tendency toward the more passive type activities, the tendency in that respect being greater for the women than with the men. Both groups participated in reading more than any other pastime and most of the men and women preferred materials that could be read in one sitting.

The physical type of activities of the men and women were quite different. Hunting was ranked in the top ten activities for men while women had no active pastimes in that category. The women's leading active leisure time activity was dancing.

Over four-fifths of the men were married and slightly over one-half of the women were married. Men, as a group, had larger salaries than the women. Most of the men taught in secondary schools, while most of the women taught in elementary schools. The women had, on an average, more

experience and less training than did the men.

While both groups took active part in organizations, the women tended to be slightly more active and they also belonged to a greater variety of organizations.

During the time surveyed, the men had an average leisure time of 54.5 hours; the women had an average leisure time of 58.0 hours.

From the findings presented herein, certain inferences can be made with the reservation that further research should be carried out to establish the following as fact: (1) at least half of the men and women are not generally satisfied with the leisure time available to them, the women more discontented with the situation than the men; (2) the women tend to have more leisure time available than the men; (3) a relatively large number of men and women find it necessary or convenient to supplement their income; (4) both men and women tend more toward the social passive activities, the women less physically active than the men but participating in a larger variety of activities and organizations than the men.

CHAPTER VI

COMPARISON OF THE LEISURE TIME OF TEACHERS IN LARGER AND SMALLER SCHOOL SYSTEMS

Treatment of data. The material in this chapter is organized in a manner that resembles the comparison of men and women. In order to compare the activities of teachers in larger systems with those in smaller systems, a point had to be established that would divide the school systems into the two categories. The approximate median school system for those surveyed had an enrollment of 360 students; therefore, for the purpose of this study, those in systems containing up to 360 students are teachers in a smaller school system. Teachers in a system of 361 pupils or more are in a larger system.

Below is shown the number of men and women in the large and small systems. Forty-three of those responding to the survey did not state the size of their system.

	<u>Men</u>	<u>Women</u>	<u>Total</u>
Small systems	84	219	303
Large systems	84	207	291

There are instances where the activities of one sex varied in the two types of systems. These instances are pointed out when pertinent to the study. Table XI furnishes the detailed comparison between both groups.

TABLE XI

THE ACTIVITIES OF TEACHERS IN LARGER AND SMALLER SCHOOL SYSTEMS

Smaller				Larger				Smaller				Larger			
Activity	Resp.	Hrs.		Resp.	Hrs.			Activity	Resp.	Hrs.		Resp.	Hrs.		
Amateur Dramatics	17	116		11	26			Lectures	30	110		60	162		
Archery	1	2		3	3			Listening to Records	81	330		87	343		
Arts & Crafts	58	249		59	314			Movies	123	510		160	600		
Automobiling	172	595		170	831			Museums & Galleries	4	14		9	14		
Baseball	9	65		1	2			Needlework	58	201		54	172		
Basketball	26	196		10	43			Painting	27	118		17	47		
Boating	2	3		1	1			Picnics	5	14		13	38		
Bowling	18	123		32	136			Playing Cards	85	347		128	512		
Cabarets	11	51		16	52			Playing Mus. Inst.	75	357		53	230		
Camping	5	38		4	60			Pool or Billiards	7	20		3	5		
Chess or Checkers	14	36		4	6			Professional Courses	39	290		26	206		
Cocktail Parties	18	69		21	80			Radio	190	2409		189	1943		
Concerts	19	51		63	203			Reading, all	303	2966		291	3496		
Cooking for Fun	69	352		74	412			Resting	100	928		109	612		
Country Club Parties	8	47		8	22			Roller Skating	1	10		0	0		
Cultural Courses	17	83		23	107			School Parties	92	291		42	116		
Dancing	81	375		66	270			Sewing	74	236		58	231		
Dining with Friends	161	550		190	718			Skiing	1	1		1	2		
Entertaining Friends	174	828		188	876			Other Hobbies	35	283		35	290		
Fishing	4	13		9	35			Swimming	3	10		6	13		
Golf	4	4		3	17			Talking with Friends	185	1077		195	1117		
Group Singing	36	93		28	78			Tennis	1	1		6	27		
Handball	2	4		2	2			Visiting Friends	147	698		140	763		
Hiking	30	101		26	59			Volleyball	13	36		3	11		
Horseback Riding	21	144		8	41			Walking	64	269		65	207		
Hunting	59	43		30	251			Watching Athletics	54	184		55	212		
Ice-skating	1	5		10	27			Writing Letters	207	697		186	524		

Description of the sample. The average teaching experience of teachers in larger schools was eleven years, while the average in the smaller schools was ten years. The average teacher in the larger school has been at the present job four years, the average teacher of the smaller school spent two years at the present position. The percentages of the degrees held by both groups are given below:

	<u>Small Schools</u>	<u>Larger Schools</u>
Permit	7	0
Two-year Normal	44	24
Bachelor's Degree	33	60
Master's Degree	9	14
No answer	7	2

Reading of teachers in smaller and larger school systems. Reading took up the largest amount of leisure time for both groups. However, more time was spent in reading of all types by those in the larger schools. The contrast between the two groups in average hours spent in reading and percentages of the total leisure time is shown below.

	<u>Total Average Hours</u>	<u>Per Cent of Total</u>
Small systems	9.8	17
Large systems	12.0	21

The study also indicated that the teachers from the larger systems read more of each type of material than did their colleagues in smaller systems. Below is shown the average amount of time spent reading each material by both groups.

	<u>Small System</u>	<u>Large System</u>
Newspaper	3.0	3.9
Magazine	2.9	3.3
Book--fiction	2.0	2.6
Book--non-fiction	1.9	2.2

The reading material that consumed the most time by those reading that material was fiction books which took an average of 5.2 hours per person participating in the smaller school as compared with 5.8 hours per person participating in the larger systems.

The top ten magazine types read by both groups can be seen on Table XI. The top three classifications for larger and smaller systems are the same but ranked in different order. Of the two groups, the teachers of the

TABLE XII
TEN MAGAZINE TYPES MOST READ BY TEACHERS
IN SMALLER AND LARGER SYSTEMS

Smaller System		Larger System	
Type	No.	Type	No.
General Reading	160	General Reading	159
Professional	112	Women's	96
Women's	76	Professional	93
Pictorial	61	Current News	81
Current News	57	Pictorial	72
Men's	19	Literary	31
Church	18	Home Improvement	27
Home Improvement	17	Church	23
Literary	12	Science and Mechanics	19
Agriculture	11	Lodge	11

smaller systems were the only ones to rank Men's and Agricultural magazines among the top ten, in like manner Science and Mechanics, and Lodge magazines were ranked in that bracket only by the teachers of the larger systems.

Comparison of other activities. Nine of the leading ten activities for both groups were held in common. They were: reading, radio, conversation, entertaining friends, automobilng, dining with friends, resting, movies, and writing letters. The other activity for the teachers of the smaller schools was hunting and that of teachers of larger schools was visiting with friends.

The teachers from the small schools showed a greater tendency toward the active pastimes; however, there were outdoor activities in which the teachers from larger schools exceeded, and these were: camping, fishing, and picnics. The reason for this might be explained by the fact that some of the larger schools such as Billings, Laurel, and Columbus are nearer to the mountains than many of the smaller schools.

Supplementing income. Thirty-four per cent of the teachers in the smaller schools supplemented their incomes, and 28 per cent of the teachers in the larger systems added to their teaching income. The average salary in the small schools was \$2,800; in the large school it was \$3,600. In order to get a clearer picture of this situation, each of the two groups were divided into men and women with the following results, which are listed in terms of the percentages supplementing income.

	<u>Percentage of Men</u>	<u>Percentage of Women</u>
Small Schools	34	34
Large Schools	56	16

The interesting thing about this comparison, is that it shows a significantly larger percentage of men supplementing their income in the large schools than in the small schools, yet the men in the larger schools make an average yearly salary of nearly \$1,000 more than those in the smaller systems. Perhaps there are more ways to spend money or more outside jobs available in a larger community. Perhaps there are more "Joneses" to keep up with in the large systems. The greater percentage of those in the larger systems subscribing to "home improvement" magazines (Table XII) could also help indicate this tendency.

Social organization membership for the survey groups.

The two groups were very similar in the activity in social organizations. Eighty-four per cent of the teachers from the smaller schools belonged to an organization, while 88 per cent of the teachers in the other group belonged to an organization. The greatest difference between the two groups was in the number belonging to individual organization. The organizations that were strongest in membership in the smaller communities were: Veterans of Foreign Wars, American Legion, Elks, Rebecka and Women's Club. The larger communities had stronger membership in the following church groups, American Association of University Women, Delta Kappa Gamma, and Business and Professional Women.

Comparison of marital status of the groups. Over half of the teachers in each group are married but a larger

percentage of the teachers in the smaller schools were married, than in the larger schools. Thirty-one per cent of the single teachers in the small communities had been widowed and only seven per cent of the single teachers in the larger schools were widowed. The divorce rate of both groups was nearly identical. The marital status of the groups, stated in percentages, is given below:

	<u>% in small schools</u>	<u>% in large schools</u>
Married	70	51
Single	27	43
Divorced	3	3
No reply	0	3

Other data. Their reply to whether or not they had enough leisure time was:

	<u>% small school</u>	<u>% large school</u>
Yes	33	43
No	62	52
No reply	5	5

To the question asking if they budgeted leisure time, their reply was:

	<u>% small school</u>	<u>% large school</u>
Yes	25	29
No	69	65
No reply	6	6

As to whether the lack of leisure time would cause them to leave their job, there was the following result:

	<u>% small school</u>	<u>% large school</u>
Yes	18	18
No	78	74
No reply	4	6

Responses on the question asking whether or not the community expected them to join certain organizations

were:

	<u>% small school</u>	<u>% large school</u>
Yes	31	16
No	55	72
No reply	14	2

Summary of data. Evidence shows that both groups participated mostly in the social type of passive activities. The teachers from the smaller communities indicated a greater tendency toward the active pastimes. This was due to the greater amount of hunting done by that group. The teachers from the larger systems did more reading of all types but those in the small systems did more radio-listening. Teachers from both systems were equally active in social organizations. The teachers of the larger schools had more training, more experience, and higher salaries than those in smaller places. The teachers in the larger communities also did more supplementing of income. There were more married teachers and less single teachers in the larger schools than in the smaller schools. The average amount leisure time for both groups was very similar but when it was broken down into men and women, a greater difference was noted:

	<u>Small schools average hours</u>	<u>Large schools average hours</u>
Men	61.0	45.4
Women	54.5	61.5
Both	56.2	56.8

The following conclusions can be drawn from the data given in this chapter: (1) the majority of the teachers

in both groups are not satisfied with the amount of leisure time. The teachers in the small communities were the most discontented in this respect. (2) Of all the groups, the men in the small systems have the least amount of leisure time. (3) The smaller communities demand more of the teacher's extra time for participation in outside activities. This may be due to the large variety of activities, but in comparison with a larger town, there aren't as many people with whom to divide the responsibility.

CHAPTER VII

REVIEW OF THE STUDY OF THE PROBLEM AND ITS LIMITATIONS

I. SUMMARY

Procedure of the study. This problem was carried on simultaneously with three other studies as a joint effort to discover the pattern of leisure time activities of teachers in the four geographic areas of Montana. This particular survey was concerned with the southeastern area of Montana and it is an effort to establish some pattern of leisure time among the teachers of that area. Special attention was directed to the comparison of activities of men and women teachers and the comparison of activities of teachers in larger and smaller schools.

During the period of this study there were 1,566 teachers in the southeastern area of Montana. Due to the large number of teachers to be contacted and the geographic distances involved, the questionnaire method could provide the only reasonable means to obtain widespread data for the study. Of the 1,173 questionnaires that were sent to the teachers, 637 were returned.

Method of determining percentages and averages. The

over-all averages were obtained by dividing the sum of the responses by the number responding to the survey. In cases where there was a need to analyze the average hours in a certain activity by those taking part in that particular activity, the sum of the hours was divided by the number participating in that activity. Percentages were obtained by dividing any part of the whole by the whole. For greater clarity in a study of this type, percentages were rounded off to the nearest whole per cent.

Tabulation of data. The questionnaires were divided into four groups: (1) men in small schools; (2) men in large schools, (3) women in small schools, (4) women in large schools. After the tabulation was completed on all the groups, any two of the groups could be combined for comparison or could be combined for what they had in common, and could be compared with the common aspects of the remaining groups.

Limitation of the problem. In order to find the amount of time spent on a certain activity as well as the number participating in an activity, those surveyed had to estimate the amount of time spent on each activity. This limited the study in two ways: (1) a teacher can more accurately state what was done during a certain period than how much time was spent doing it; (2) in order to gain a time estimate of any accuracy whatsoever, a sampling period

of two weeks had to be used. A survey over the entire year would give a much clearer picture of the problem.

The foregoing limitations plus the fact that the questionnaire method was used and that slightly more than half of the teachers contacted returned the questionnaires, made only the generalities expressed in this study true.

II. CONCLUSION

Findings of the study. The teachers of southeastern Montana responding to this study established these facts:

1. In comparing the various groups in the survey, the similarities were evident to a far greater extent than the differences.
2. Reading habits of the teachers were the same except that the women read a greater variety of magazines than the men.
3. The teachers of the survey tend to be passive in their use of leisure time.
4. Most teachers do not budget their leisure time.
5. Most teachers do not feel that they have enough leisure time. The feeling was strongest among teachers of smaller schools.
6. The teachers of smaller school systems feel that the communities demand more of their leisure time than those of the larger communities.
7. More than a fourth of the teachers supplemented

their income.

8. A large majority of the teachers belong to social or fraternal organizations. The women belong to a greater variety of organizations than the men.

Problem for further research. The study brought forth the following need for further research:

1. Many of the teachers in Montana supplemented their income; this could be compared to the amount in which people in other occupations in Montana supplement their income.

2. Teachers of elementary schools and secondary schools work with different types of students. A study could be made to find if the difference is reflected in the usage of leisure time by the two groups of teachers.

3. Since studies of teachers' leisure time have been made in the four geographic areas of Montana, a further study should be made to compare the findings in those areas.

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APPENDIX

QUESTIONNAIRE FOR PROFESSIONAL PAPER

Subject: A Survey of the Leisure Time Activities of Montana Elementary and Secondary School Teachers in the Eighteen Counties in Southeastern Montana During the Period from November 1 to November 14, 1953 Inclusive.

For the purpose of this survey, leisure time will be defined as that time which is not directly related to school work on your contracted job. The time for the survey is to run from 8 a.m. November 1, 1953 to 12 midnight November 14, inclusive.

Please check in the space which applies to you. Feel free to answer without reservation because there will be no attempt made to identify you, your school, or your community.

Age____Male____Female____
Married____Divorced____Single____
Children____Other dependents____
How many years have you taught?____
Elementary____Grade____
Secondary____Teaching field____
Years taught in present system____
Approximate total enrollment, both elementary and secondary,
of the school system in which you teach____
Salary____

Degree held: 2 year Normal _____
A.B., B.A., B.S. _____
M.A. or M.E. _____
Ph. D. _____

Organizations or auxiliaries to which you belong:

Eastern Star	_____	Commercial Club	_____	Lions	_____
Masons	_____	Rotary	_____	Moose	_____
B.P.O.E.	_____	Church Groups	_____	Jay Cees	_____
V.F.W.	_____	American Legion	_____	Kiwanis	_____
Others	_____				

Circle correct answer.

1. Do you take active part in your organization's activities? Yes--No

2. Does your community expect you as a teacher to join one of these groups? Yes--No
3. Do you assist in any way with a youth group? Yes--No
If so, what group? _____
4. Do you supplement your teaching income during the school year? Yes--No
5. Does your community have a theatre? Yes--No
6. Does your community have a public library? Yes--No
7. Do you budget your leisure time? Yes--No
8. Do you have sufficient leisure time? Yes--No
9. Would you change jobs because of the limitations your community might place on your use of leisure time?
Yes--No
10. Please give an approximation of the hours you have for leisure time during the two-week period of this survey. _____

Please make any additions or comments on back of page.

Please place the number of hours you spent in each of the following activities as a use of your leisure time during the two week period of this survey. If you spent no hours, please indicate so.

Amateur dramatics - - - -	_____	Lectures - - - - -	_____
Archery - - - - -	_____	Listening to records - -	_____
Arts and Crafts - - - - -	_____	Movies - - - - -	_____
Automobiling - - - - -	_____	Museums - - - - -	_____
Baseball - - - - -	_____	Needlework - - - - -	_____
Basketball - - - - -	_____	Painting - - - - -	_____
Boating - - - - -	_____	Picnics - - - - -	_____
Bowling - - - - -	_____	Playing cards - - - - -	_____
Cabarets - - - - -	_____	Playing musical instruments - - - - -	_____
Camping - - - - -	_____	Pool or Billiards - - -	_____
Chess or Checkers - - - -	_____	Professional courses - -	_____
Cocktail Parties - - - -	_____	Radio - - - - -	_____
Concerts - - - - -	_____	Reading books, fiction -	_____
Cooking for fun - - - - -	_____	Reading books, non-fiction - - - - -	_____
Country club parties - -	_____	Reading magazines - - -	_____
Cultural courses - - - -	_____	Specify: _____	
Dancing - - - - -	_____		
Dining with friends - - -	_____		
Entertaining friends - -	_____		
Fishing - - - - -	_____		
Golf - - - - -	_____	Reading newspapers - - -	_____
Group singing - - - - -	_____	Resting - - - - -	_____
Handball - - - - -	_____	Roller Skating - - - -	_____
Hiking - - - - -	_____	School parties - - - -	_____
Horseback riding - - - -	_____	Sewing - - - - -	_____
Hunting - - - - -	_____	Skiing - - - - -	_____
Ice Skating - - - - -	_____		

Other hobbies - - - - - _____
Specify:

Swimming - - - - - _____

Talking with friends - - - _____
Tennis - - - - - _____
Visiting friends - - - - - _____
Volleyball - - - - - _____
Walking - - - - - _____
Watching athletics - - - - - _____
Writing letters - - - - - _____